CROSS HIGH 1293 Old. Hwy. 6 Cross, SC 29436 7-12 Middle School GRADES 491 Students ENROLLMENT Robb Streeter 843-899-8900 PRINCIPAL SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600 BOARD CHAIR Harriett Dangerfield 843-871-3409 THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: BELOW AVERAGE Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 0 0 4 34 2 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: NO SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

Cross High 8010

### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

### DEFINITIONS OF DISTRICT RATING TERMS

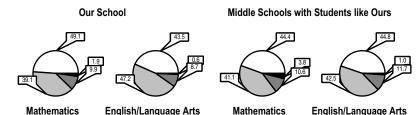
- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

# PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.8%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



# **Definition of Critical Terms**

Advanced
Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient
Well prepared to work at next grade level; met expectations

Met standards; minimally prepared, can go to next grade level

Below Basic
Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

Cross High 801006

PACT PERFORMANCE B	Y GRO	UE,							
	] #	6	/ .§	· /	/ ,	. / .	,   ଜୁ	ફ્રે / ફ્ર	* / E
	Enrollment 1st	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and	Performance Objective	Participation Objective M
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	/ ~	,	/	/	/	/	/ °~ ₹	/ ~	/
		ge Arts - S							
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender		,						,	
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group		,							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status		,							
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	l	i I

Mathematics - State Performance Objective = 15.5%									
All Students	N/A								
Gender									
Male	N/A								
Female	N/A								
Racial/Ethnic Group									
White	N/A								
African American	N/A								
Asian/Pacific Islander	N/A								
Hispanic	N/A								
American Indian/Alaskan	N/A								
Disability Status									
Not Disabled	N/A								
Disabled	N/A								
Migrant Status									
Migrant	N/A								
Non-migrant	N/A								
English Proficiency									
Limited English Proficient	N/A								
Non-Limited English Proficient	N/A								
Socio-Economic Status									
Subsidized meals	N/A								
Full-pay meals	N/A								

# DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Cross High

Oroco Filigit									
PACT PERFORMANCE BY GRADE LEVEL									
	Enrollment 1st Day of Testing		% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	/	
		Englis	sh/Langu	age Arts					
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 7	95	98.9	54.8	39.3	4.8	1.2	6.0		
Grade 8	94	98.9	65.5	29.9	4.6	N/A	4.6		
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 7	91	100.0	38.2	51.7	9.0	1.1	10.1		
Grade 8	81	100.0	50.0	40.8	9.2	N/A	9.2		

<b>Mathematics</b>									
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 7	95	100.0	54.1	34.1	8.2	3.5	11.8		
Grade 8	94	100.0	56.8	40.9	1.1	1.1	2.3		
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 7	91	100.0	44.9	34.8	16.9	3.4	20.2		
Grade 8	81	100.0	53.9	42.1	2.6	1.3	3.9		

SCHOOL PROFILE				
	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 491)				
Students enrolled in high school credit courses (grades 7 & 8)	8.7%	Up from 8.4%	9.0%	14.6%
Retention rate	10.4%	Up from 7.4%	4.2%	3.0%
Attendance rate	94.5%	Up from 94.1%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.6%		8.3%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.6%		8.1%	5.3%
Eligible for gifted and talented	2.5%	Down from 3.7%	9.5%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.6%	Up from 14.5%	14.9%	13.9%
Older than usual for grade	13.6%	Up from 11.5%	6.1%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	7.1%	Down from 7.4%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	53.1%	Up from 40.5%	48.6%	48.7%
Continuing contract teachers	62.5%	Down from 78.4%	73.8%	81.7%
Highly qualified teachers**	87.5%	N/A	88.2%	90.4%
Teachers with emergency or provisional certificates	10.7%		10.0%	5.3%
Teachers returning from previous year	78.0%	Down from 80.8%	80.5%	85.1%
Teacher attendance rate	91.7%	Down from 94.1%	94.4%	94.8%
Average teacher salary	\$41,751	Up 2.8%	\$39,330 s 11.5 days	\$40,566
Prof. development days/teacher School	11.3 days	Down from 11.5 days	s 11.5 days	11.0 days
	4.0	Un from 2.0	2.0	3.3
Principal's years at school Student-teacher ratio in core subjects	4.0 18.5 to 1	Up from 3.0 Down from 19.7 to 1	2.0 19.2 to 1	21.3 to 1
Prime instructional time	84.4%	Down from 86.6%	88.7%	89.3%
Dollars spent per pupil*	\$7,856	Down 4.4%	\$6,517	\$5,821
Percent of expenditures for teacher salaries*	59.3%	Up from 56.9%	59.2%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.5%	Down from 99.0%	92.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program * Prior year audited financial data are reported.	Average	N/A	Good	Good
		Our District	St	tate
Highly qualified teachers in low poverty	schools**	92.8%	92	0%
Highly qualified teachers in high poverty	y schools**	91.2%		.1%
		State Objectiv	e Met State	e Objective
Highly qualified teachers in this school*	*	65.0%	Y	'es
Student attendance in this school		95.3%	1	No
**NOTE: The verification process was not completed	d for the year rep	oorted; therefore the count of h	nighly qualified teachers	may not be accura



### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Academically, our students are taking a proactive and scholarly approach toward their studies. We are excited that we were able to pilot the new Berkeley County School District Small Learning Communities initiative. This program will allow us to improve student achievement in a school-within-a-school Academy structure—one for 7th-9th grades and one for 10th-12th grades. The Academy concept will help our students achieve more while enabling our teaching staff to increase student school success.

The Berkeley County School District Technology Office increased our technical support by providing wireless laptop computer access to the internet in the Media Center.

We continued to raise the academic challenge and performance of our students by adding a new AP Calculus course. We hope to continue this trend by adding new AP courses in the future.

Our Technology Team won first place last year in the Robotics competition held at the Citadel. At this same competition, the Bridge Building Teams' structure held approximately 245 pounds more than the nearest competitors.

The school community was extremely proud of the SAT success our 2004 senior class achieved. Several achieved composite scores above 1000. The senior class set the standard for scholars at Cross High School. They exemplified our school motto: "Education is the Key that Unlocks the Doors to a Brighter Future."

Rob Streeter, Principal Specialist

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS							
	Teachers	Students*	Parents*				
Number of surveys returned	31	58	67				
Percent satisfied with learning environment	41.9%	36.8%	64.6%				
Percent satisfied with social and physical environment	54.8%	41.4%	65.6%				
Percent satisfied with home-school relations	29.0%	75.0%	70.8%				

\*Only students at the highest middle school grade level at this school and their parents were included.